

**Texas Education Agency  
Standard Application System (SAS)**

<b>2017–2018 Perkins Reserve Grant</b>				
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 17 AM 11:56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION TECHNICAL </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017			
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Beaumont ISD	123910			
Vendor ID #	ESC Region #			
746000317	5			
Mailing address	City	State	ZIP Code	
3395 Harrison Ave.	Beaumont	TX	77706	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Miranda	M	Phillips	Director of CTE	
Telephone #	Email address		FAX #	
4096175247	<a href="mailto:mphilli@bmtisd.com">mphilli@bmtisd.com</a>		4096175759	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
John	W	Frossard	Superintendent	
Telephone #	Email address		FAX #	
4096175001	<a href="mailto:jfrossar@bmtisd.com">jfrossar@bmtisd.com</a>		4096175184	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
John	W	Frossard	Superintendent
Telephone #	Email address		FAX #
4096175001	<a href="mailto:jfrossar@bmtisd.com">jfrossar@bmtisd.com</a>		4096175184

Signature (blue ink preferred)

Date signed

9-22-17

Only the legally responsible party may sign this application.

701-17-103-042

**Schedule #1—General Information**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

The proposed Taylor Career Center Auto Technology program is designed to create a National Automotive Technicians Education Foundation (NATEF) accredited program that will enable the creation of viable partnerships with local industry for student employment, and also serve to increase the rigor of curriculum necessary to create dual enrollment pathways into post-secondary education. The monies afforded by this grant are critical for expanding educational opportunities to a critically underserved, under-represented student demographic. These monies will be used to purchase equipment to outfit the auto technology laboratory with equipment necessary to meet the requirements for NATEF accreditation and also to meet current industry needs for employment training purposes for students to enter the field of auto service technicians – which is listed as a High Demand and Targeted Occupation in the Southeast Texas region that encompasses the counties of Jefferson, Hardin, and Orange. The demonstrated goals of this grant application are to address the anticipated outcomes of the Taylor Career Center Auto Technology program by positively impacting student work-based learning opportunities, attainment of industry-recognized certifications, and increase dual enrollment opportunities using evidence of demand for a NATEF accredited program of this nature. The costs of this program are essential to the district's capacity to implement the proposed programs. Due to the costs associated with equipment, training apparatus, and training resources required for the proposed program, implementation of this program without financial assistance would be prohibitive.

**Budget Development**

The Total Budgeted Cost for the grant of \$74,651 with a Cost Share amount of \$32,200 was developed to meet NATEF accreditation standards and LIT course curriculum standards and includes only reasonable and allowable costs. The costs developed as part of this grant application on schedules 6 through 11 were created using the the General and Fiscal Guidelines and the Division of Grants Administration.

**Campus Demographics/Grant**

Our current Auto Technology program serves 59 students, including 41 juniors who are in the first year of the program and 18 seniors who are returning to the program. Sections are adjusted on a yearly basis depending on program demand. Currently, 77% of the students enrolled in the program are economically disadvantaged. 53% of students are Hispanic, 36% African American, and 11% Caucasian/other race. 29% of the students enrolled in this program are considered At Risk and 19% are receiving special education or 504 services. 16% of students are of limited English proficiency. The maximum projected enrollment is 75 students per year. As dual enrollment and employment opportunities increase, it is expected that the demand for this course will exceed available spaces.

**Needs Assessment Process**

The structure of the Taylor Career Center Auto Technology program is conducive to the provision of comprehensive programs of study. The district recognizes the need for a systematic approach to coherent sequencing of courses at both the secondary and post secondary levels. In addition, the district recognizes the need for effective collaboration with business and industry partners on the development, implementation, and evaluation phases of such a program. The Auto Technology program of study was chosen due to the occupation being on the Targeted Occupation list for the Southeast Texas Workforce Development area. In addition, this occupation offers a high median wage range and also has significant growth in the area. As a result, it is of great importance that educational and training programs that are responsive to occupational opportunities in the Auto service industry be implemented.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**High Quality Management Plan**

An Advisory Committee comprised of representatives from LIT, BISD, and industry partners will meet regularly to facilitate communication, evaluate instructional data, activities and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to the Auto Technology program. LIT and BISD will collaboratively define the dual enrollment evaluation process, and evaluate the effectiveness of the dual enrollment curriculum each year. The results will be reported to the boards of each institution. This evaluation will include, but not be limited to course completion data, Starfish program effectiveness information (which is LIT's student monitoring system), student and parent surveys, as well as other forms of college and local community input.

**Program Evaluation Process**

The campus Curriculum Review Committee and the Instructional Council play an important role in developing, implementing, and evaluating CTE programs. The members of these two groups are actively involved in CTE course and program standards and effectiveness. Course curriculum and program coherent sequences are annually reviewed by those committees. The Starfish early alert student success system provides assistance to students who may be at risk of not completing these programs. The Starfish system allows CTE instructors to evaluate the effectiveness of instruction by gauging student success and provides a method of identifying students in need of academic intervention. CTE faculty members are evaluated on a regular basis. Both students and supervisors evaluate faculty members. Student evaluations occur in every class and every semester. The BISD auto technology instructor will participate in the work-based learning training provided by TEA and ensure solid lines of communication with industry partners that students are employed with while they are in high school. Detailed and meticulous records will be kept regarding student work-based experiences. The BISD auto technology instructor will also participate in curriculum alignment training at LIT's Center for Teaching and Learning Excellence. Exit level interviews will be conducted with all auto technology seniors that provide contact information for tracking of student progress after graduation. Students will be contacted yearly for a minimum of 5 years to assess student outcomes and program effectiveness.

**Statutory Requirements**

As required by the Texas Education Agency, all Beaumont ISD personnel that are associated with this grant program have met fingerprinting requirements upon employment in the district. Beaumont ISD grants assurances that the district will continue to meet all statutory requirements as outlined in the 2017-2018 Perkins formula grant.

**TEA requirements**

The Local Workforce Development board has confirmed that the occupation and related training program being proposed in this application do match the targeted occupation list for the Southeast Texas Region. A letter from Marilyn Smith, Executive Director of Southeast Texas Workforce Development board is attached. JK Chevrolet and Baker Automotive in Beaumont, TX will be the primary industry partners in this project. The Taylor Career Center will provide a program of study within the Auto Technology program that is aligned to the Advanced Engine Technology associate's degree program at Lamar Institute of Technology. A description of the program of study that spans secondary and postsecondary education is addressed in Schedule #17. A coherent sequence of courses for both secondary and postsecondary educational levels has been outlined. A sustainability plan for the Auto Technology program to continue to meet the goals of the program plan and maintain NATEF accreditation beyond the period of the grant has been developed. BISD, LIT and industry partners have an ongoing commitment to the goals of this grant program. LIT has committed to paying for all dual enrollment fees this year, which amounts to \$8,100. BISD is committed to paying for dual enrollment fees for seniors in years subsequent to the grant and to replacing/repairing equipment needed for these programs to continue to be sustainable as well. LIT instructors will be involved in the advisory committee to ensure fidelity to the curriculum and student success. Additionally, this grant is supported by several prominent industry partners who have agreed to provide paid work-based learning opportunities, as well as serve in an advisory capacity regarding curriculum development and skills training needed.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 123910	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$17,675
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	\$8,325
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$2,200
Schedule #11	Capital Outlay (6600)	6600	\$74,651	\$0	\$74,651	\$4,000
Grand total of budgeted costs (add all entries in each column):			<b>\$74,651</b>	<b>0</b>	<b>\$74,651</b>	<b>\$32,200</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$74,651
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$78,384

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 123910			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
<b>Auxiliary</b>					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	NA	0	0	\$0	\$0
22	NA	0	0	\$0	\$0
23	NA	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$0	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 123910		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	NA		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	On-Site Evaluation for NATEF Accreditation	\$0	\$1,650
2	Lamar Institute of Technology Advanced Engine course tuition fees	\$0	\$8,100
3	O'Reilly Real World Training Series for Auto Technology Instructor NATEF required training	\$0	\$1000
4	ASE Certifications	\$0	\$3275
5	OSHA CareerSafe Safety Certifications	\$0	\$750
6	Lease of computers for certification testing/student program use (20 computers for 10 months (20 X \$9/computer X 10 months)	\$0	\$1,800
7	Mitchell ProDemand Diagnostic 100 user diagnostic subscription	\$0	\$1,100
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>	<b>\$17,675</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>	<b>\$17,675</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$0	\$8,325
<b>Grand total:</b>		<b>\$0</b>	<b>\$8,325</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 123910		Amendment number (for amendments only):	
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$2,200
<b>Grand total:</b>		<b>\$0</b>	<b>\$2,200</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 123910			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Aligner with cabinet and LCD	1	\$27,700	\$27,700	\$0
20	Heavy Duty 4-Post Rack	1	\$32,430	\$32,430	\$0
21	AutoComp Elite Brake Lathe	1	\$18,521	\$14,521	\$4,000
22					
23					
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$74,651	\$4,000
<b>Grand total:</b>				<b>\$74,651</b>	<b>\$4,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	46	77%	This is a bit higher than the 74% ECD rate of the district and significantly higher than the state average of 59% ECD.
Limited English proficient (LEP)	10	16%	
Attendance rate	NA	NA	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	100%	The auto technician teacher has been teaching in public education for 4 years and is also a qualified adjunct for Lamar Institute of Technology. He has 25 years of automotive industry experience.
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												42	17	59

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												1	1	1

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to the start of summer, the Taylor Career Center (TCC) team assembled an advisory board for the Auto Technology program comprised of professionals in the automotive industry, as well as officials from Lamar Institute of Technology (LIT). The purpose of the advisory board was to help drive the instruction and direction of this program so that students were attaining skills that would meet workforce needs, attaining certifications that could be utilized for immediate employment, and also preparing for entrance into post secondary pathways for auto technology. Industry professionals that were a part of the advisory board identified several necessary steps that needed to be taken to enhance student employment outcomes and also to increase the curriculum rigor for post secondary pathways. The following needs were identified:

- **National Automotive Technicians Education Foundation (NATEF) Accreditation:** The industry professionals on the TCC advisory board (AB) unanimously agreed that TCC should take steps to become an accredited NATEF site because this accreditation ensures a pool of well-trained entry-level technicians for employment and also encourages consistent involvement between industry and the school. The NATEF accreditation process ensures that students receive training that is current, complete and applicable and provides a mechanism for local industry to recruit students based on demonstrated program excellence. There are several pieces of equipment that must be purchased in order to meet NATEF accreditation standards, as well as a costly inspection and evaluation necessary to be granted this accreditation.
- **Dual Credit Pathway to Lamar Institute of Technology's (LIT) Diesel Mechanic Program:** Thus far, we have not had an articulation or solid pathway from TCC to LIT for the Advanced Engine Program. Some of the TCC students choose to attend LIT after completing their TCC program, but there is no solid process in place and student have received no dual enrollment credit. There is a need for an established pipeline between the TCC Auto Technology program and the LIT Advanced Engine program that allows students to complete dual credit coursework while they are in their high school program. After meeting with LIT officials, they have agreed to dual enroll two of the introductory Advanced Engine program courses with senior level Auto Technology courses beginning the 2017-2018 school year. Seniors will have the opportunity to earn 6 hours of credit. Depending on grant approval and NATEF accreditation, there is potential to expand dual enrollment opportunities to juniors in the program for the 2018-2019 school year so that Auto Technology program students may complete a larger portion of their associate's degree while still in high school. LIT also proposed a potential certificate program completion in this program for dual enrolled students that will allow students to graduate from LIT with their Advanced Engine Program Completion Certificate a month before they walk in their high school graduation. However, the rigorous curriculum and lab requirements must be in place in order for this next step to take place.
- **Increased Attainment of Industry Recognized Certifications:** Members of the AB asserted that the ASE certifications (which are a component of a NATEF accredited institution) are the most useful certifications for students to earn while in high school so that they can secure immediate employment upon graduation.
- **Work-based learning and industry training opportunities:** The industry professional members of the AB indicated that they would be willing to hire students for part-time work while in high school at various work-based learning sites with proper certifications and training associated without a rigorous auto technology program curriculum.

**Delivery of Enhanced Comprehensive Programs of Study:** The district recognizes the need for a systematic approach to coherent sequencing of courses at both the secondary and post secondary levels. In addition, the district recognizes the need for effective collaboration with business and industry partners on the development, implementation, and evaluation phases of such a program.

**Cost of Program Startup:** The changes to the automotive program being proposed are expensive to provide due to equipment costs associated with startup. The nature of these programs require specialized equipment, software, training apparatus, and other training resources whose costs require the acquisition of other funding to support implementation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>National Automotive Technicians Education Foundation (NATEF) Accreditation</b>	NATEF site accreditation ensures a pool of well-trained entry-level technicians for employment and also encourages consistent involvement between industry and the school. Acquisition of this grant will provide funding necessary to purchase equipment required for a NATEF accredited site. This accreditation will provide an industry-recognized pipeline for TCC students to gain immediate employment as entry level auto service technicians.
2.	<b>Dual Credit Pathway to Lamar Institute of Technology's (LIT) Diesel Mechanic Program</b>	Without proper equipment, the auto technology teacher cannot teach the rigorous curriculum that is currently being taught in the LIT program. With current, industry-standard equipment, TCC will be able to raise curriculum standards to meet the rigor of LIT's dual enrollment requirements and offer TCC auto technology students post secondary pathways and dual enrollment opportunities.
3.	<b>Increased Attainment of Industry Recognized Certifications</b>	In order to attain the industry recognized ASE certifications that are associated with the NATEF accreditation requirements, students must have proper equipment to learn necessary certification skills with use of. These funds will provide students with hands-on learning opportunities using industry standard equipment to prepare them for ASE certification testing.
4.	<b>Work-based learning and industry training opportunities</b>	Acquisition of this grant will provide funding necessary to purchase equipment for students to train with and acquire skills necessary for employment at entry level automotive technicians. The TCC has several partnerships with industry in place that are eager to hire students who are work-ready and have had proper training. These funds will help bridge the work-ready gap.
5.	<b>Cost of Program Start-Up</b>	Acquisition of the grant is essential to the district's capacity to implement the proposed programs. Due to the costs associated with equipment, training apparatus, and training resources required for the proposed programs, implementation of these programs without financial assistance would be prohibitive.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Auto Technology Instructor	Trades and Industrial Teaching Certification, 25 years automotive industry experience, ASE certifications, Associates in Diesel Mechanics from LIT, and Automotive Diploma from Bates Technical College
2.	CTE Director for BISD	Texas School Principal Certification. Experience with development of CTE programs and collaboration with industry and community partners.
3.	Principal of Taylor Career Center	Texas School Principal Certification. Experience with development of CTE programs and collaboration with industry and community partners.
4.	Beaumont ISD Grant Sup.	Experience overseeing grant expenditures and ensuring adherence to grant guidelines.
5.	LIT Coordinator of Dual Enroll. and Grant Dev.	Extensive experience with program evaluation and implementation of innovative initiatives.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish leadership team for grant program implementation	1. Convene initial leadership meeting to discuss grant program plans.	1/03/2017	1/03/2017
		2. Winter leadership team meeting	1/18/2018	1/18/2018
		3. Spring leadership team meeting	03/22/2018	03/22/2018
		4. Summer leadership team meeting	06/14/2018	06/14/2018
		5.		
2.	Purchase equipment necessary for NATEF accreditation	1. Acquire bids for necessary equipment	01/02/2018	01/12/2018
		2. Submit bids for board approval	01/15/2018	01/15/2018
		3. Order and Install necessary equipment	1/22/2018	02/09/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	NATEF Accreditation Application Submission	1. Request site inspection for application submission	02/19/2018	03/02/2018
		2. Make necessary site changes for accreditation	03/05/2018	03/30/2018
		3. Complete NATEF accreditation application	04/02/2018	04/06/2018
		4. Submit application	04/09/2018	04/13/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Curriculum Alignment for Dual Enrollment Courses	1. Meet with LIT reps to align dual enrollment curriculum for 2017-2018 school year	12/15/2017	12/15/2017
		2. Auto Tech teacher training through Center for teaching and learning excellence at LIT	1/02/2018	01/06/2018
		3. Meet with LIT reps to discuss extending dual enrollment opportunities to Juniors pending NATEF accreditation.	05/18/2018	05/18/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An advisory committee comprised of representatives from LIT, BISD, and industry partners will meet regularly to facilitate communication, evaluate instructional data, activities and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to the Auto Technology program. LIT and BISD will collaboratively define the dual enrollment evaluation process, and evaluate the effectiveness of the dual enrollment pathway to the diesel mechanics program each year and the results will be reported to the boards of each institution. This evaluation will include, but not be limited to student portfolios with certifications included, course completion data, student and parent surveys, as well as other forms of college and local community and industry input. LIT and BISD will collaboratively define data points and methodologies for sharing data that protect students' information while providing program-level data for assessment and continuous quality improvement.

The BISD instructor will participate in the work-based learning training and ensure solid lines of communication with industry partners that students are employed with while they are in high school. Detailed and meticulous records will be kept regarding student work-based experiences. Employers will be contacted regularly and surveyed regarding student skill level and weaknesses that need to be addressed in the classroom. The BISD auto technology instructor will also participate in curriculum alignment training at LIT's Center for Teaching and Learning Excellence.

Exit level interviews will be conducted with all auto technology seniors that provide contact information for tracking of student progress after graduation. Exit level interviews will include questions regarding post secondary and/or workforce plans. Students will be contacted yearly for a minimum of 5 years to assess student outcomes and program effectiveness. Upon successfully entering into the auto technology workforce, previous students can then be contacted to serve as mentors for current auto technology program students.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD currently has an existing Auto Technology program at the Taylor Career Center with solid and consistent enrollment. The program also has supportive industry and business partners who are committed to working with the auto technology teacher to create pathways for students. It is because of business and industry partner recommendations that BISD has chosen to pursue NATEF accreditation and is applying for this grant. The district is committed to purchasing additional equipment as needed to continue to meet accreditation standards. Additionally, the district is committed to fund the 20 hours of industry training required for the Career Center instructor each year in order for him to maintain his instructor accreditation with NATEF. The district is also committed to pay for required ASE certification testing for students enrolled in this program each year, which is a component of NATEF accreditation. Industry partners will continue to be involved in the auto technology advisory board to provide guidance and pathways for students in the program sn ensure program success.

LIT has committed to paying for all dual enrollment fees this year, which amounts to \$8,100. BISD is committed to paying for dual enrollment fees for seniors in years subsequent to the grant and to replacing/repairing equipment needed for these programs to continue to be sustainable as well. LIT instructors will be involved in the advisory committee to ensure fidelity to the curriculum and student success.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	NATEF Accreditation Completion	1.	Accepted application with NATEF accreditation awarded to the Taylor Career Center Auto Technology program.
		2.	
		3.	
2.	Instructional Design and Implementation	1.	Documentation of BISD and LIT Instructional alignment meetings.
		2.	Leadership team meeting agenda, attendance and minutes documentation.
		3.	Student and Instructor Survey Data
3.	Industry Certification Completion	1.	Documentation of attempted and completed ASE certification tests.
		2.	Documentation of increased offering of ASE certification options.
		3.	Year to year documentation of certification completion statistics by test.
4.	Industry Skills Development	1.	Workbased Learning documentation- descriptions, dates, participant counts
		2.	
		3.	
5.	TEA Grant Compliance	1.	Completion and timely submission of TEA programmatic reports.
		2.	Completion and timely submission of expenditure/finance reports
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus Curriculum Review Committee and the Instructional Council also play an important role in developing, implementing, and evaluating CTE programs. The members of these two groups are actively involved in CTE course and program standards and effectiveness. Course curriculum and program coherent sequences are annually reviewed by those committees.

The Starfish early alert student success system( maintained and provided by LIT) provides assistance to students who may be at risk of not completing these programs. The Starfish system allows CTE instructors to evaluate the effectiveness of instruction by gauging student success and provides a method of identifying students in need of academic intervention.

CTE faculty members are evaluated on a regular basis. Both students and supervisors evaluate faculty members. Student evaluations occur in every class and every semester. Supervisors evaluate faculty annually in four areas including instruction; professional advancement; participation in program, department, campus affairs; and community service and other activities.

Student ASE certification completion will be maintained and updated monthly through a shared certification document between the Auto Technology instructor and the CTE director. Completion statistics will be reported via the Perkins effectiveness report annually and also shared with NATEF accreditation officials.

Work-based learning documentation will also be reviewed regularly and industry partners will be surveyed for skill focus areas on a yearly basis so that the skills training provided by the program can be continuously adapted to meet the workforce needs of local industry.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Southeast Texas Workforce Development Board, also known as Workforce Solutions of Southeast Texas, has confirmed that the occupations associated with the program of study proposed in this application is identified as a High Demand and Targeted Occupation in the Southeast Texas region that encompasses the counties of Jefferson, Hardin, and Orange. (see attached letter)

Another indicator of the demand for this occupation in the State of Texas as well as Southeast Texas region can be found in data compiled by the **United States Department of Labor – Bureau of Labor Statistics**.

**SOC Code 49-3023** pertains to Automotive Service Technicians and Mechanics

As of May 2016, the number of persons employed as Automotive Service Technicians and Mechanics in the **state of Texas** was 47,080 with an annual mean wage of \$41,760.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Taylor Career Center will provide a program of study within the Auto Technology program that is aligned to the Advanced Engine Technology associate's degree program at Lamar Institute of Technology.

The Advanced Engine Technology Program at LIT is designed to prepare the graduate for a career in the operation, repair, and maintenance of diesel/multi-fuel, and industrial and consumer-use engines and equipment. Industrial engines provide power for transportation equipment such as heavy trucks, buses, and locomotives. The Associate of Applied Science degree will be awarded to students successfully completing the two-year course of study. The Certificate of Completion in Advanced Engine -- Diesel will be awarded to students successfully completing the one-year course of study. Job placement assistance is available through the Institute Placement Office at LIT for students completing either the certification program or the associate's degree program.

Taylor Career Center seniors will be enrolled in two dual enrolled courses in the Advanced Engine Technology program. For the fall semester, seniors will complete AUMT 2305: Automotive Engine Theory. In the spring semester, seniors will complete DEMR 1305: Base Electrical Systems. These courses satisfy the first level of technical courses required in the 60 hour program.

Pending NATEF accreditation and the success of the first year of successful dual enrollment and curriculum alignment, LIT has agreed to meet in Spring 2018 to discuss potential dual enrollment for juniors who are in the first year of the Auto Technology program. This would extend the potential dual enrollment hours earned to 12 hours toward the 60 hour associate's degree.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Degree Plan for Associate of Applied Science in Advanced Engine Technology – 60 HOURS**

Core Curriculum Credit Earned at LIT	Advanced Engine Credit Earned at LIT	
HUMA 1315	*AUMT 2305	*DEMR 1305
MATH 1332	DEMR 1280	DEMR 1306
SOCI 1301 or PSYC 2301	DEMR 1313	DEMR 1316
ENG 1301 (3)	DEMR 1323	DEMR 1329
SPCH 1315	DEMR 1401	DEMR 1410
	DEMR 1449	DEMR 2334
	DEMR 2348	DEMR 2412

\*Completed through dual enrollment courses in senior year of high school in Auto Technology Program .

Students completing the Auto Technology program in high school would have 54 hours left in their degree plan to complete their AA in Advanced Engine Technology, which would take approximately two years post high school graduation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

- **Lamar Institute of Technology:** LIT will serve as the partnering Institute of Higher Education for dual enrollment. Representatives from LIT will serve on the TCC Auto Technology advisory board and also work collaboratively with the TCC Auto Technology instructor to ensure rigorous curriculum alignment between TCC and LIT.
- **National Automotive Technicians Education Foundation (NATEF):** Affiliation with and accreditation with NATE ensures that students receive training that is current, complete and applicable and provides a mechanism for local industry to recruit students based on demonstrated program excellence.
- **Skills USA-** Student organization in which students are able to hone their technical skills to compete against students around the state. This organization not only encourages skill training, but also encourages leadership, work ethics, and provides scholarships for students who demonstrate excellence in their trade.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

- **Tim Baker- Owner of Baker Automotive:** Member of the Advisory Board. Provides guidance regarding curriculum and equipment needs for industry training. Will also provide paid work-based learning opportunities for students in the program.
- **Robert Turner- Owner of JK Chevrolet :** Member of the Advisory Board. Provides high school work-based learning opportunities, as well as post-graduate opportunities for employment of Auto Technology students who have successfully completed the program.
- **Valvoline-** Provides curriculum, extra certification opportunities, and a supportive partnership for Auto Technology students while in the program.
- **Kyle Foster- Service Manager for Performance Truck –** Offers paid work-based learning opportunities for high school students, concentrating on diesel heavy truck training.
- **Dr. Kayne Smith- Senior Director of Transportation for BISD:** Member of the Advisory Board. Provides guidance regarding curriculum. Will also provide paid work-based learning opportunities for students in the program at the district bus barn working on diesel engines.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

LIT has committed to paying for all dual enrollment fees this year, which amounts to \$8,100. BISD is committed to paying for dual enrollment fees for seniors in years subsequent to the grant and to replacing/repairing equipment needed for these programs to continue to be sustainable as well. LIT instructors will be involved in the advisory committee to ensure fidelity to the curriculum and student success.

The monies needed to purchase equipment for NATEF accreditation and current industry training needs are beyond the scope of what the district can purchase with budgeted funds and make an endeavor such as the proposed program cost prohibitive. However, the district does have the funding to maintain equipment and purchase more equipment as needed within a smaller scope in order to meet NATEF accreditation requirements. The district is also committed to funding the 20 hours of industry training required for the Career Center instructor each year in order for him to maintain his instructor accreditation with NATEF. The district is also committed to pay for required ASE certification testing for students enrolled in this program each year, which is a component of NATEF accreditation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Not Applicable- Applying for Focus Area 2

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123910

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Not Applicable- Applying for Focus Area 2

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 123910			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123910

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: